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THE COURSE IN COMMUNITY LIFE, HISTORY, AND CIVICS IN THE UNIVERSITY ELEMENTARY SCHOOL, THE UNIVERSITY OF CHICAGO

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In the strict sense of the term we do not teach history below the middle grades. The lower-grade work in community life has in it little of the chronological, or the orderly succession of events. And yet in view of the fact that the emphasis in the upper-grade study of the subject is put upon the changes through which our social institutions of the present have passed as a result of community effort to improve conditions, the studies in community life made in the lower grades serve as a necessary introduction and background to the later studies in history proper. The little children are taught through directed play and construction activities the advantages and the actual necessity of the *co-operation* of the people of a community, whether it be the farmer's family, the Indian tribe, or the small town growing into a city. This is a basic fact. By placing the proper emphasis upon it in the later years the value of studies in history in training for citizenship is increased. The course is a unit, even though there are changes in kind of subject-matter and in method from one stage of child development to another, and though the grading is for the most part not on a chronological basis.

In the kindergarten and first three grades the directed activities, imitative to a great extent, center in turn about the home, the immediate neighborhood, the farm, an Indian tribe, shepherd life, the Vikings, and early Chicago, with community life as the main

theme. Little children are interested chiefly in doing. As in their directed constructive play they engage in activities which in progressive stages of development have influenced society, they are forming a background for the later study of the series of adjustments which constitute the subject-matter of history. To some extent young children can form a conception of the changes that have taken place in the ways of doing things, but the time element is not significant to them.

In the fourth and fifth grades the children study "our ancestors in Europe," with a decreasing amount of class time given to motor activity and with progressively more time given to reading and discussion. The romantic elements of this period of history make an effective appeal to children of this age. The story interest is still strong. There is a growing appreciation of the evolution of ways and means. In the first of these two years the pupils study ways of living in Greece and in Rome and some of the events in the history of these peoples; in the second they study in an increasingly logical fashion some of the forces at work in mediaeval Europe, and especially in England, which are of special significance to Americans of today.

In the last two grades, the sixth and the seventh, American history forms the subject-matter, with more stress placed on the industrial and social changes than on the governmental and political evolution. This course is not based directly upon a textbook, although the text serves to give balance and perspective. There is a great deal of silent reading in the study periods at school and some at home. Expression through motor activity is less interesting at this stage. There is a growing interest in cause and effect. The chronological in history becomes more significant. A beginning of the scientific study of history can be made here through the checking up of the data upon which conclusions may be based and the examination of the validity of the conclusions themselves.

At no stage is a study of facts made merely for their own sake. History information, like all other information, serves chiefly to supplement and round out direct experience. The recitation is to a large extent a discussion based on the history facts learned in the

reading with a view to forming judgments or to making the picture of conditions more vivid.

Civics as a study of the activities of the community—local, city, state, and nation—is a part of the courses in geography, English (current events), natural science (community hygiene), home economics (foods and markets), arithmetic, household arts (textiles), art, and printing, as well as history. Civics as an analysis of the machinery of government belongs to a later stage in the pupil's intellectual development.

At the end of the statement for each grade is shown the time given to the subject. This, in most cases, does not include time given to activities which are to some extent related to the study of history, such as oral and written composition, reading, drawing, and, in the lower grades, construction.

The time given to the course in Community Life, History, and Civics in the University Elementary School in the last four grades totals 350 hours, while the average for fifty representative¹ schools for the same period is 346 hours. In the first four grades of this school, on the other hand, 300 hours is the total time given to the subject, while the average time for the same period in those of the fifty schools in which history is taught in these grades is 150 hours. In this computation our fourth-grade time is included in both groups because our course above the kindergarten is one of seven years instead of eight.

KINDERGARTEN

Little children tend to reproduce in their imitative and constructive play some of the aspects of home and community life with which they are familiar. In organizing the work of the kindergarten, therefore, this interest is made use of as a means of extending and interpreting the children's knowledge and experience with reference to some of the significant phases of their social environment. The seasons of the year and the festival days are factors in determining the particular phases of home and community life to be emphasized.

¹ "Time Distribution by Subjects and Grades in Representative Cities," Henry W. Holmes, in the *Fourteenth Yearbook of the National Society for the Study of Education*, 1915.

Since the young child's mode of learning is so largely of the motor type, this work often takes the form of objective play projects. These are sometimes individual and sometimes group projects. They furnish concrete organizing centers of interest and activity extending over several days or weeks.

Aims.—The aim in selecting particular phases of the children's home and neighborhood life as a background for their play activities and constructive work is to awaken an intelligent interest in some of the important factors of their social environment and to organize and enrich their everyday experiences.

Outline of subject-matter.—

OCTOBER AND NOVEMBER

The food supply in the home in its relation to the school garden, the grocery store, and the farm.

1. The fall garden produce to be found in the school garden. Relation of the harvest to the spring planting.
2. The grocery store which supplies the home.
3. The farm as it is related to the food supply.
4. Thanksgiving as the culmination of the harvest season.

DECEMBER

The preparation for Christmas and its celebration in the home and in the kindergarten.

JANUARY, FEBRUARY, AND MARCH

The home itself and its use by the family.

The kitchen and dining-room in relation to the serving of food. The living-room and bedroom and their use by the family.

APRIL, MAY, AND JUNE

The family in its relation to the community.

1. The different kinds of homes, houses, and apartments.
2. Houses and apartments on the streets—conveniences on the street:
 - Sidewalks
 - Street lights
 - Mail boxes
3. Public buildings of use to the community:
 - Churches
 - Schools
4. Needs of the community supplied by the stores and shops.

5. Ways of getting about in the community:
 - Street cars
 - Trains
 - Automobiles
6. The service of parks and playgrounds to the community.

Subject-matter and methods of procedure.—

The work of the fall season is based upon activities and occupations (domestic and industrial) that are necessary in supplying the family with food. Many of these are familiar to the children, and they learn of others through excursions, actual processes carried on in the kindergarten, and pictures. They naturally indulge in housekeeping plays and in buying and selling plays. The objects needed in carrying on these plays furnish good problems for building and other construction work. A means of organization is through objective projects, resulting in tangible, relatively permanent play centers. These are the house itself with its kitchen as the central feature, the grocery store, and the garden or farm.

When the children first come to school, they find, among other attractive things, such toys as dolls, some doll furniture, kitchen utensils, and dishes. They play with these freely, as they do also with blocks, sand, and clay. The teacher may easily lead this play in the direction of cooking and serving plays. There soon begins to take form in one corner of the room, therefore, a miniature kitchen or dining-room. The teacher then produces a screen house with a door and windows, which serves to inclose this little room, which may now stay in place as long as it is wanted.

This playhouse now becomes the center of great interest and activity. Clay utensils and dishes are made, a cupboard to hold them is built of blocks, paper is cut for the shelves, paper doilies are cut and fringed, napkins are folded, and a meal is planned. A trip to the grocery is necessary to buy a cereal, which is then cooked and served by the children. This trip to the store suggests the building of a grocery store in the classroom. This now becomes the second problem or project. It calls for much planning and experimenting, and results very naturally in group work, since the final product is a structure made of blocks and boards which is

large enough for three or four children to play in at the same time. Another excursion is needed to get suggestions as to how to make shelves, the counter, and show windows, and to learn what a grocery store really carries for sale. Numerous lesser problems present themselves for the children's solving: vegetables and fruits of clay must be shaped and colored accurately enough to be readily recognized, and baskets made to hold them; paper bags must be contrived; pictures must be made to show what canned goods are in stock; pocketbooks and money for the buyers must be provided and delivery wagons constructed. These are not made from patterns or models, but are worked out by the children and the results tested by actual use in playing in the grocery store. The teacher aims so to direct the handwork that the children will grow steadily in their power to solve simple problems and handle material skilfully.

The third project, the farm or garden, is subordinate to the other two, partly because it is less familiar, partly because it is taken up again in the first grade. The oldest children sometimes make a miniature farm in the sand table, showing the grain fields, vegetable garden, orchard, and the main buildings and animal inclosures and shelters.

These so-called play centers serve to hold the interest and attention over from day to day and from week to week. They supply the condition and motive for much of the handwork and dramatic play. They stimulate the children to bring things from home that help to complete the particular equipment. They create a need for excursions to a number of interesting places, with the result that the children's observation is directed in most natural fashion to the important things.

The children get a fund of definite information through these excursions and the questions which are asked and answered in connection with them. These, with related subjects, supply excellent material for oral expression, oral composition, and dramatization, as well as expression through illustrative drawing. The children gain desirable social habits through the co-operative activity necessary to the accomplishing of their common purpose.

The fall work culminates with the preparation for, and celebration of, Thanksgiving. The social side of the holiday is emphasized

by inviting the parents to the kindergarten for a simple party, in preparation for which the children make some suitable room decoration and a box or basket to hold nuts or popcorn.

The month of December is given up to the preparation for Christmas and its celebration in the home and the community. The grocery store is converted into a toy store, which is now stocked with numerous toys made by the children. The old rhyme, "The Night before Christmas," is used as a means of recalling the joys of last year and anticipating those near at hand. A fireplace made of large floor blocks with paper stockings hung from the mantel supplies the necessary setting for the dramatization of this rhyme. The making of this fireplace furnishes another problem which the children attack and work out with great interest and concentration.

The Christmas tree is planned for, bought, and decorated by the children. These delightful experiences help to create the mood that finds satisfactory outlet in the planning and the making of gifts for the parents. Two simple gifts are made by each child, such as a clay paper weight or candlestick, a calendar or blotter, or a needle-book or stampbook. The three weeks of work finds fitting climax in the day when the parents come to share in the Christmas celebration.

During January, February, and March the theme around which the activities center is the home itself and its use by the family. Again the screen house serves to inclose a space which is furnished with forms built of the floor blocks. As the children play with their dolls in the little house, they discern the need of further furnishings and equipment, which they proceed to supply, using clay, paper, and textile materials. Some of the older children construct miniature individual rooms, using boxes for the floor and walls and paper for decorating and furnishing these rooms. Other children make little sets of toy furniture of pieces of wood cut to the proper size. These parts the children must pick out, nail together, and stain. Bed covers and other accessories are made by the children to complete the set. In connection with this work a rug is designed and woven of jute, the children stringing their own strawboard looms for the purpose.

During April, May, and June the theme about which the activities center is the home in its relation to the community. Different kinds of homes as represented by houses and apartments are built. Miniature streets are laid out on the floor, using blocks and other material to represent sidewalks, street lights, and mail boxes. A street of stores is added, the particular store being designated by the goods displayed in the windows. These various displays are represented by free cutting.

A miniature community is constructed of paper, including houses, apartments, a church, school, stores, street cars, and automobiles. This furnishes problems in proportion, spacing, and arrangement, besides those involved in the actual construction.

All through the year the children are given opportunity to initiate many of their own problems and ample time to solve them independently.

Attainments.—(1) A more intelligent understanding and appreciation of the meaning of the important aspects of the social environment; (2) increased ability to maintain interest in play projects which require some time for completion; (3) increased ability to use plastic materials to express ideas and interests.

Time.—The time given to handwork and other activities related to the subject of home and community averages about forty-five minutes a day.

Textbooks.—No books are used.

FIRST GRADE

The major subjects of the work in Community Life and History in this grade are for the first semester the farm as the source of food supply, and for the second, Indian life, with the purpose of contrasting our own complicated means of providing food, shelter, and clothing with the more simple mode of living of the Indian.

Aim.—The aim is to give background to the very simple grade activities of preparing food, weaving, sewing, and gardening. The child's effort to do in a small way what the people about him are doing brings about some degree of appreciation of the labor and efforts of others and some understanding of the products which are the result of work.

Subject-matter and method.—In the fall the farm as the source of food supply is the main topic. The majority of the children have just returned from the country, and their enthusiasm makes them desire to tell about their summer experiences. Different ones tell what they have seen which makes the farm different from the city. They tell who lives on the farm, what the farmer's work is, what he needs for his work, what the different products are used for, what the farmer's wife does, what his children do, what they themselves did, and what they found the most fun.

The experiences with the hay are usually the most vivid, the raking into piles, sliding down the "hay hills," riding on the hay wagon, playing in the hayloft. These, together with other farm occurrences which the children have seen during the summer, such as cutting wheat, gathering fruit, and feeding animals, are dramatized or represented through drawing, paper-cutting, or modeling. The following poems relating to farm life are read to the children and a few of them, chosen by the children, are memorized:

From Stevenson's *A Child's Garden of Verses*:

The Friendly Cow
Farewell to the Farm
The Hayloft

From Whittier's *Child Life*:

The Cow Boy's Song
Old Dobbin
Farm Yard Song
The Clucking Hen
The Motherless Turkeys

From the *Rosy Ring*:

A Year's Windfalls
Milking Time

The conversations, drawing, modeling, construction, and dramatization related to this topic cover a number of periods. As the children give their observations and experiences, the teacher writes them on the board, and later has them printed in large type on charts for reading-lessons. The following are a few of these lessons:

I

We see a barnyard on the farm.
We see fields on the farm.
We see orchards on the farm.
We see woods on the farm.
We see a brook on the farm.
We see a garden on the farm.

II

The farmer lives on the farm.
The farmer's wife lives on the farm.
The farmer's children live on the farm.
The farmer's animals live on the farm.

III

The farmer cuts hay.
The farmer plants corn.
The farmer plants oats.
The farmer plants wheat.
The farmer plants a garden.

IV

The farmer's children gather eggs.
The farmer's children gather fruit.
The farmer's children play in the hay.
The farmer's children ride horseback.
The farmer's children run over the fields.

As a further means of organizing these experiences, a miniature farm is set up on the sand table. The various buildings are constructed from cardboard, fields of grain are sown, fences and trees made, toy animals provided, and the pictures made as complete as possible. The sand table is a source of much imaginative play, and the children's initiative is encouraged in planning and in acting out their various farm experiences with the material available. Here they have an opportunity to retell the stories of farm life which have been told them and to invent new ones.

Each child also plans and makes a Farm Book. The following materials are used: (a) pictures which the children collect from the various magazines and farm journals; (b) illustrations which they have made; (c) paper-cuttings; (d) explanatory sentences

which they add whenever necessary. All this material is arranged by the children with the help of the teacher. The Farm Book is thus a constant help in organizing and using their knowledge of the subject.

The farm as the source of food supply becomes very familiar. To make this phase of it more vivid, a grocery store is visited and farm produce is noted, thus making the connecting link between farm and home. The transporting of food from farm to home is discussed, and a little play is arranged to illustrate it.

Finally, as a wholly social activity, the preparation of some of the simple farm products for the table is begun. One typical product such as wheat or corn is followed from the preparation of the ground to one of its final uses in the making of muffins or corn bread. Another group of children is invited to dine on corn bread spread with butter of the children's own making.

Following is a typical oral composition in which the children gave the recipe for butter-making. This was later used for a reading-lesson.

We put a half-cup of cream in a bottle.
 We shook the bottle about ten minutes.
 We said this rhyme:
 Come, butter, come.
 Come, butter, come.
 Johnnie's at the garden gate
 Waiting for his butter cake.
 Come, butter, come.
 Come, butter, come.

When the butter came, we washed it.
 We put in a half-teaspoonful of salt.
 We made it into a pat.
 We invited some other children in.
 We ate our butter on crackers.

Other simple activities of this nature are the husking and popping of corn, the toasting of bread, and the baking of apples.

This work culminates in the idea of the harvest and our day set apart as a day of Thanksgiving for this bounty.

The sand-table farm is changed from a summer farm to a fall farm. The corn is stacked in the fields, and apples of clay, painted

red, are put in piles in the orchard. Clay pumpkins are made. The green trees are replaced by twigs representing the bare trees. A miniature Thanksgiving table is set and provided with every available farm product which is suitable for this season, and which can be represented by the children through paper-cutting, modeling, or construction.

In December the preparation for Christmas abruptly interrupts this general plan. The Christmas stories given in the literature list are told. The children build a big toyshop with blocks and furnish it with toys, which are to be sent to others as Christmas gifts.

In January the study of Indian life is begun. A contrast is made between the simplicity of primitive life and our more complicated manner of living. At the same time our variety and richness of supply and the comparative ease of acquiring it are not lost sight of.

This Indian work makes strong dramatic appeal to the children; it is simple enough to be comprehended by them, and it supplies stories of real literary value and opportunities for variety of expression. The neighboring Field Museum offers rich and accurate illustrative material and with the libraries a wealth of opportunity for the teacher's preparation.

The life of the Ojibway Indians is studied as typical. The basis for the study of Indian life is found in Jenks's *The Childhood of Ji-Shib, the Ojibwa*. This story, in which the life of an Indian child is portrayed, gives most of the phases of Indian life desirable for presentation to children. With this story as a basis the teacher is able to present the subject in a concrete way, contributing details wherever needed and rearranging parts to suit her needs. On the sand table or in the individual sand pans the children reproduce parts of the story of Ji-Shib and work out new adventures suggested by it. They make an Indian Book in which are kept their drawings and paper-cuttings.

In addition to its being a much-treasured record, this serves as a means of organizing the work and giving motive to the reproduction of parts of the story. They carry out some of the activities of Indian life, such as the threshing and grinding of grain and the

parching of corn. They dramatize many of the Indian activities: hunting, fishing, moving, feasting, dancing. They play many of the Indian games.

Each child makes an Indian suit for himself, cut kimono style, fringed on all the edges, and decorated with Indian designs. He weaves a rug of simple pattern, models some of the cooking utensils, and makes a bow and arrows of sticks and strong cord and a canoe of cardboard. A wigwam designed and decorated by the pupils is set out of doors to become the center of the play periods. The subject suggests to the teacher a wealth of material suitable for this sort of expression.

The following outline indicates the order in which the topics are taken up:

1. Setting: This region as the former home of the Indians
2. Ji-Shib: His birth and babyhood, his parents, naming the baby, the totem, his cradle
3. Ji-Shib's home:
 - a) Location of the Indian village
 - b) The building of the wigwam
4. Food:
 - a) Things used by the Indians as food, as roots, berries, grain, flesh of animals
 - b) How procured
 - c) How prepared, and by whom
5. Making weapons and utensils:
 - a) Weapons used in hunting
(Materials used, and where obtained. A simple comparative study of stones, as flint, quartz, sandstone, and granite, is made in this connection to find the most suitable material for weapons. Reasons for selecting quartz and flint for this purpose.)
 - b) Utensils made
6. Ji-Shib's boyhood:
 - a) Games and amusements
 - b) Tasks
7. Ji-Shib's hunting:
 - a) Killing the first game
 - b) The "Boy's Hunting Feast"
8. Moving time:
 - a) Why necessary for Indians to move often
 - b) Description of Indians on the trail
9. Ji-Shib's youth:
 - a) His fasting
 - b) His subsequent work as a hunter

The first year closes by rounding out the idea of the garden, planting the seeds saved in the fall and others selected after much discussion and planning. And although the time for this falls in the natural-science periods, the idea completes the cycle of the harvest which initiated the history work of the year. The farm experiences of the autumn are recalled and a second visit is made to the farm, if possible, to see the spring activities there.

The following references are given as suggestive for teachers' reading:

REFERENCES FOR THE STUDY OF THE INDIAN

1. Wigwam:
M. G. Humphrey, *The Boy's Catlin*, pp. 32-33.
F. Starr, *American Indians*, pp. 11, 12, 14.
2. Transportation:
M. G. Humphrey, *The Boy's Catlin*, pp. 33-35.
Jenks, *The Childhood of Ji-Shib*, pp. 19-22, 28-32.
3. Campfires:
F. Starr, *American Indians*, pp. 53-59.
Herbertson, *Man and His Work*, pp. 77-78.
Mason, *Origin of Inventions*, pp. 85-100.
4. Cooking:
M. G. Humphrey, *The Boy's Catlin*, p. 39.
Herbertson, *Man and His Work*, p. 78.
5. Hunting and Fishing:
Starr, *American Indians*, pp. 46-53.
Jenks, *The Childhood of Ji-Shib*, pp. 52-57, 59-61, 79-85.
6. Food:
Jenks, *The Childhood of Ji-Shib*, pp. 67-69.
Mason, *Woman's Share in Primitive Culture*, pp. 14-40.
7. Weaving and Pottery:
Woman's Share in Primitive Culture, pp. 41-69, 91-113.
Origin of Inventions, pp. 152-82.
8. Canoes:
Jenks, *The Childhood of Ji-Shib*, p. 62.
9. Flint:
Mason, *Origin of Inventions*, pp. 124-39.
10. Dress:
Starr, *American Indians*, pp. 14-21.
11. War:
Jenks, *The Childhood of Ji-Shib*, pp. 70-77.
Starr, *American Indians*, pp. 39-40.
12. Pictures:
Starr, *American Indians*, pp. 65-73.

Standards of attainment.—At the end of the first year the children have gained some idea of: (1) the succession of seasons; (2) the farm activities in their relation to food supply; (3) the value of transportation; (4) the dignity of labor; (5) the occupations of the people of their own community.

Time.—The time schedule provides three half-hours a week for this subject, although additional time is given to related reading, drawing, natural science, and construction.

SECOND GRADE

FIRST SEMESTER

The industrial activities of the second grade group themselves about the construction and furnishing of a wooden playhouse during the first semester and work in textiles during the second semester. The course in Community Life, History, and Civics serves to give background and meaning to these activities.

Subject-matter and method.—The making of a playhouse is presented to the children as a plan to be worked out, and with this in view other types of shelter are considered. During the previous year the children have played at Indian life and enjoyed the making of wigwams. These experiences are recalled and other kinds of Indian homes are suggested. Primitive tree- and cave-dwellings, brush huts, stone cairns, Eskimo igloos, Japanese houses, and log huts are typical forms of shelter discussed. On the sand table the children make some of these dwellings with appropriate settings. The geography of the region in so far as it influences types of structure is pictured, and in this way typical physiographic areas are worked out, as, for instance, the wooded hills of temperate zones for the tree- and cave-dwellers and the arctic regions for the Eskimo.

From these primitive forms of shelter the children's attention is called to modern structures. Here, often for the first time, children's eyes are opened to the architectural details about them. Windows begin to vary from the stereotyped rectangle of a child's first drawings; doors, roofs, and chimneys gain an interest entirely new. The materials used in modern buildings are noted, and through pictures, stereoscopes, models, and reading something

of their sources and production is worked out. The children use the Meccano set to make in the sand pan a quarry with derricks. Toy trains and tracks are brought from home to heighten the realism.

In all this plans for the playhouse are becoming better defined and the ideas of its form, its material, its arrangement gradually develop. When the shape and proportions are determined, wood cut to shape is supplied, and each child builds his own playhouse. These are painted; windows of transparent celluloid are fitted into frames measured and made by the pupils from construction paper; and window boxes, awnings, porches, and lattice for the entrance ways are made as individual problems from materials of the children's own choosing. The making of furniture creates problems in number construction. The rugs and hangings alone are lacking, and this becomes the textile problem which begins the work of the second semester.

SECOND SEMESTER

Textiles.—The children decide on the size of their rug, and the class attempts the problem, beginning with the first steps in cloth-making. They are given a fleece which we secure cleaned; this is divided among them. They shear it and card it and attempt to spin. They try twirling the wool in their fingers, then they try twirling with a weight to keep the thread straight. They experiment with an Egyptian spindle. Although failure to obtain usable thread is inevitable, yet the earnest efforts, the inventions to make the thread less knotty, the repeated attempts to splice it neatly and firmly, are certainly of value. It puts the children into an attitude of appreciation that is wholesome, and when some spinner who learned the art in the Old World is engaged to come to spin for them, they are enthusiastic. We use this wool which is spun for us as far as it goes and buy the rest. The next problem is to dye it for use. The making of the required rugs and hangings for the playhouse is divided among the children. Each constructs a loom of cardboard or wood of the proper size for his piece of work; accurate designs in color are made to fit, and then sufficient wool of the desired color is prepared.

The dyeing is a source of pleasure and wonder. Each year the children suggest new materials to try as dyes, and no small part of the pleasure lies in the hopes that surround these experiments. After several years' trial the following have proved the most satisfactory, being permanent without a mordant:

Walnuts	}	brown	Spinach—green
Butternuts			Cranberry—pink
Coffee			Bluing—blue (indigo being too tedious to prepare)
Tea			Oak bark—nearly black
Cocoa			Pokeberries—nearly black
Onion leaves	}	yellow	Cochineal—red (no vegetable has given us bright red)
Mustard			
Peach leaves			
Grape juice—purple			

Stories of shepherd life and of great weavers form the background of this textile work. The life of the shepherd peoples is an ideal subject for little children, offering poetry, beauty of imagery, and a life of simple ideals.

The work is introduced by showing the children bits of weaving from the looms of those peoples that stand out prominently as weavers: the Navajo Indians, the Persians, the East Indians, and the Arabs. The point is made that all great weavers have been shepherd people, and then stories are told of the goatherds of Switzerland and of the shepherds of Scotland and Greece, until this shepherd life becomes full of meaning. The children are told Bible stories of Abraham, Joseph, and David. The Twenty-third Psalm is read and re-read.

The work is sometimes based on the life of various shepherd peoples and sometimes confined to one people, when it is more completely worked out. The basis of choice is the maturity of the children and the kinds of stories they have heard read at home. In either case an effort is made to give the children such richness of illustrative material and such opportunity for expression as will secure vivid imagery. For instance, if the shepherd life of the Bedouins is to be studied, stories of Arabia are told, such as some of the Arabian legends, the story of *The Lance of Kanana* by Abd el Ardavan, Browning's *Mulýkah* and parts of Jane Andrews' *Seven*

Little Sisters. The children enjoy making a toy stage on which to give a puppet play of Arabian life.

In preparing for the play, dressing the puppets, and making the scenes and the setting the children are faced by their lack of information, and questions and efforts follow to find out what they need to know. Bit by bit these details of the subject are worked out through reading-lessons, pictures, stereopticon views, and trips to the Washington Park Conservatory to see the vegetation and to the Field Museum to see costumes and implements.

The work is carried out from the standpoint of information according to the general outline which follows.

SHEPHERD LIFE

1. Work of a shepherd:
 - A. Mode of life
 - a) Pleasures
 - b) Hardships
2. Animals that are domesticated:
 - A. Herds of reindeer in Lapland
 - B. Herds of goats in Switzerland
 - C. Herds of sheep in Greece
 - D. Cattle ranches of the West
 - E. Herds of camels in Arabia
3. Steps in civilization from the hunter stage to that in which animals are protected and domesticated.
4. The Arab of the desert as a type of shepherd:
 - A. Study of the desert
 - a) Arid waters
 - b) Oases as centers of trade
 - B. Life of the people
 - a) Occupations
 - b) Habitations
 - c) Dress
 - d) Food
 - e) Travel
5. Shepherds of Palestine:
 - A. Study of a typical region
 - a) Grassy hillsides
 - b) Brook basins

- B. Life of the people
 - a) Occupations
 - b) Dress
 - c) Habitation
 - d) Food
- 6. Rug-makers of Persia:
 - A. Study of a typical region
 - B. Life of the people
 - a) Dress
 - b) Habitations
 - c) Occupations
 - 1) Work of dyers; material for dyers
 - 2) Work of weavers; form of loom
 - 3) Dignity and meaning of the work, prayer rugs, ceremonial rugs, saddle rugs
 - 4) Rugs, fairs, trade

BIBLIOGRAPHY ON SHEPHERD LIFE

REFERENCES FOR CHILDREN

Readers:

Little Folks of Many Lands (L. M. Chouse), pp. 67-81.

Seven Little Sisters (Andrews), pp. 50-52, 53-65.

Reading-slips have been prepared as follows:

Jennie Hall, *Bedouins*.

———, *A Persian Dyer*.

———, *A Persian Weaver*.

———, *The Rug Fair*.

———, *A Lost Sheep*.

———, *A Shepherd Village*.

———, *Story of Giotto*.

———, *Navajo Shepherds*.

———, *Navajo Weavers*.

———, *The Old Weavers*.

Ann Taylor, *The Sheep*.

Coleridge, *Hunting Songs*.

Dempster Sherman, *The Clouds*.

Second Grade, F. W. Parker School, *Shepherds*.

William Blake, *Little Lamb*.

REFERENCES FOR TEACHERS

Herbertson, *Man and His Work*.

Mason, *Origin of Invention*, chap. ix, "Animals"; chap. vii, "Weaving."

Starr, *Some First Steps in Human Progress*.

Joly, *Man before Metals*.

Dougherty, *Arabia Deserts*, Vol. I.

Palgrave, article on "Arabia" in *Encyclopaedia Britannica*.

Philips, *The Desert*.

Reclus, *Earth and Its Inhabitants*, Vol. I, *Asia*; Vol. IV, *Kirghis*.

Stanford, *Compendium of Asia*.

Mumford, *Oriental Rugs*.

Holt, *Journey through High Asia*.

Bell, *Among Women of the Sahara*.

White, *From Sphynx to Oracle*.

Standards of attainment.—By the end of the second year the children have ability to form a somewhat complete idea of the simpler related activities of a people living under primitive conditions. They have grown in power of oral, written, pictorial, and constructive expression. They have grown in independence in thinking and working. They have progressed far in ability to gain information by reading. An intelligent interest and a new appreciation of the world's work are dawning.

Time.—On the time schedule this subject is given a half-hour period daily, but the related subjects, such as art, literature, reading, composition, and constructive work which develop this subject, greatly increase this allotted time.

THIRD GRADE

FIRST SEMESTER

The principal topics for the first half-year are trade and exploration. These are followed in the second half-year by the study of pioneer life, especially that relating to early Chicago, contrasted with such present-day conditions as are within the child's experience. The child of this grade is emerging from the fairy-story age, and the wonder inspired by the myths and fairy stories is succeeded by the love of adventure and exploration and by admiration for the heroic qualities of the explorer and the pioneer. He demands more of reality in stories. He is interested in the actual conditions met by early settlers in his own community, in the way they met those conditions, in the changes that have come about, and in the present-day problems of the community.

Aims.—(1) To lead the child to some understanding of a type of society where man no longer is immediately and directly dependent upon nature, as in the case of the hunter and shepherd, but where he obtains most of the necessities of life through his own efforts in planning and in laboring in accordance with natural laws; (2) to help the child to see that successful community life depends upon the interest and responsibility of individuals toward the general welfare.

The subject-matter is treated as interesting material by the use of which certain habits and types of skill may be acquired, such as skill in oral and written expression and in pictorial representation, ability to acquire information by reading, power of concentration of thought and effort, and a responsible attitude toward the lesson content.

Subject-matter and method.—As a brief introduction to the study of the vikings the children take an imaginary journey to Norway, getting through pictures an idea of the ruggedness of the country with its mountains and waterfalls and its rocky coast and the many fiords. They represent the coast in the large sand pan, with boats threading their way past the islands up the long, narrow inlets.

The vikings are studied as a type of seafaring people, and so the children are early asked the questions: How, probably, did the inhabitants of old Norway get from one part of their country to another? What kind of boats do you think the people made at first?

Because of the fact that children have a very real interest in boats, and because the boat was the principal means of transportation among the Norse, attention is concentrated for a time on a study of primitive boats and how they evolved. The children are led to imagine themselves in an age when boats did not exist, but where travel by water was desirable. They construct in imagination some of the early boats, then suggest inventions that would improve them, and illustrate their ideas upon the blackboard. The teacher shows pictures of primitive boats and tells stories of people now using them. The children go to the Field Museum to see primitive boats. A record of this trip is written, each child

describing some particular boat. Pictures of the boats are drawn on the blackboard and on paper.

Information concerning the kinds of boats they have seen is then gained from reading-lessons on dugouts, bark canoes, rafts, and boats with outriggers.

A study of the vikings as a seafaring people follows. Three-fourths of the semester is spent upon this study. Considerable attention is given to their mode of life, as influenced by physiographic and climatic conditions. This includes a study of their ships, weapons, homes, occupations, and, incidentally, their education, dress, and pastimes. All this is brought out in the discussion of the stories that are told and read. As the Norsemen's ideals were largely embodied in their interpretation of nature, some of the Norse myths are read or told. The children often refer to the attitude which these people had toward certain phenomena of nature; e.g., in a thunderstorm the children are likely to say, "Thor is using his hammer."

The children readily see that through constant life on the sea, both in getting food and in other adventure, the Norse gained a love of the sea—its bigness, beauty, and force; that they became brave, hardy, and strong; that their natural fearlessness led them beyond their own waters.

A definite study is made of trade and adventure, special emphasis being laid upon the kinds of ships and weapons used and ceremonies attendant upon their use. Trading vessels are compared with war vessels. Descriptions are given by the teacher and pictures are shown. The children suggest for the boats names that are in keeping with the spirit of the times. They draw boats on paper and on the blackboard. Boats are cut out freehand and mounted. A boat is constructed of cardboard after the children have made a trip to the Field Museum to see the viking boat there. Considerable freedom is given in this constructive work, such as letting the children invent their own way of holding the sails.

Certain topics, such as sails or shields, are used for written exercises. Because of their definiteness such topics give opportunity for practice in correctness in form. Alternating with the construction work, or running parallel with it during the literature

period, the first four stories from the *Viking Tales*, by Jennie Hall, are read aloud. These stories are useful because they embody many important facts and illustrate the spirit of the vikings. Descriptions of the dragon ship are printed in the form of a reading-lesson. The result of this work is sometimes embodied at the end of the term in an original story of adventure composed by the children and similar in nature to the stories studied. For example, the children imagine themselves vikings and take names. The first story contains a description of the boats and weapons. Then, as the work grows, other stories, based on the adventures of a trader or warrior, follow. When they are finished, the stories are put together in a unified composition.

The next stories read from *Viking Tales* are "Foes Fear," "Harold Is King," "King Harold's Battles," and "Harold Goes West over the Seas." These stories furnish a basis for a study of one of the arts of the people, the making of weapons and armor. Descriptions are given and pictures are shown. Swords, spears, and shields are cut out of cardboard freehand, then decorated and printed with runes. They may even be of sufficient size and heavy enough not to require mounting. In the regular art periods figures in repose and in action, with weapons, are studied.

Especially in the stories of the Norsemen as lovers of adventure are their characteristics of strength, fearlessness, vigor, and heroism made plain. Some of the sagas are read.

This leads to a study of the vikings' home and the feast hall, which was the center of their social life and the place for the recital of adventures in song and story. A reading-lesson, prepared by the teacher and printed, gives the necessary information about this feast hall. For illustrative construction the pupils design and make a feast hall and its furnishings of cardboard. They work in groups upon certain features of the hall, and the best product of the group is used for the final production. The feast hall may be set up in the sand pan, together with other buildings comprising the home. The children are allowed considerable freedom in making these buildings, adapting the material that they have to use and being held only to the essential ideas of decoration and arrangement.

The children dress dolls at home, following the illustrations given in *Viking Tales*, naming them and placing them in the homes in the sand pan, where are also small viking ships. When the construction is completed, the children arrange in the sand pan some scene selected from the various stories they have heard or read, such as a home-coming or a feast. This makes a fitting conclusion to the history of the vikings.

OUTLINE

The Vikings:

A. Settlement of country

1. Along seacoast because of

- a) Dense forests
- b) Unpromising interior
- c) Mountains running close to shore
- d) Sterile soil

B. Occupations

1. Fishing

- a) How done
- b) When done
- c) How fish was preserved
- d) Vessels used

2. Trading

- a) Countries visited
- b) Articles of trade
- c) Means of exchange
- d) Vessels used

3. Adventure

- a) Kinds
 - 1) War
 - 2) Exploration
- b) Vessels used
 - 1) Size and shape
 - 2) Material
 - 3) Benches and desks
 - 4) Decorations
 - 5) Sails
 - 6) Equipment
 - 7) Naming of vessels
 - 8) Ceremonies attending journeys

- c) Weapons used
 - 1) Kinds
 - 2) Of what made
 - 3) Decorations

C. People

- 1. Appearance and characteristics
 - a) Strong
 - b) Fearless
 - c) Truthful
 - d) Vigorous
 - e) Heroic
 - f) Love the sea, mountains, forests

D. Homes

- 1. Number of buildings comprising homes
- 2. Size, general shape, and arrangement
- 3. The feast hall
 - a) Size
 - b) Shape, material, furnishing, decorations, use

Time.—Three half-hours a week are given to this subject in the first half of the third grade.

REFERENCE BOOKS

For the teacher:

- Du Chaillu, *Viking Age*.
Percy, *Northern Antiquities*.
Keyser, *Private Life of the Old Northmen*.
Dasant, *Vikings of the Baltic*.
Du Chaillu, *Ivar the Viking*.
Morris, *Three Northern Love Tales*.
Wilmot Buxton, *Stories of Norse Heroes*.
The Noreona Library, *Story of Harold Hairfair*.
David Mutt, "Sagas and Songs of the Norsemen," *The Strand*, London.
Keary, *Heroes of Asgard*.
Taprell Darling, *All About Ships*.
Harper's Boating Book for Boys.
E. Keble Chatterton, *The Romance of the Ship*.
Du Chaillu, *The Land of the Midnight Sun*.

For the children:

- J. T. Chamberlain, *How We Travel*.
Jennie Hall, *Viking Tales*.

Reading-slips:

A Trip to Norway
The Islands of Norway
Fiords
Lighthouses
Pilots

Dugouts
Birchbark Canoes
Rafts
Boats with Outriggers

SECOND SEMESTER

The course in the second half of the third grade consists of a study of Chicago in pioneer times followed by a study of some of the present-day local-community problems.

Subject-matter and method.—As an introduction to the study of old Chicago, the fur-trading post, the story of the discovery and exploration of the St. Lawrence River is very briefly told. The St. Lawrence River and the Great Lakes are traced on the sand table and the children imagine that they are French explorers and make the journey to Chicago in toy ships.

An idea of the appearance of the country is gained through a study of pictures of prairie and swamp, through stories of the life and activities of the Indians and French, and through personal experiences of children who have seen similar stretches of country. Pictures and mounted specimens of the otter, mink, beaver, duck, partridge, and such other birds and animals as are typical of this region, are studied. A trip is made to the Field Museum to study exhibits of Indians and of animals not found in the school museum.

The children read the story of "The Guardian Angel Mission" (Hall, *The Story of Chicago*) and select parts for dramatization. For the time being they are Indian braves shaping arrow heads, feathering arrows, making snowshoes, digging flint, and trapping the beaver. They impersonate squaws cooking, weaving baskets and rush mats, stretching skins to dry, gathering wild rice, and hoeing corn. The braves hold councils with the French and discuss troubles with neighboring tribes. One child becomes a Jesuit pleading with the Indians not to make war on other tribes. Another child becomes chief of the Miamis, and, with a few of his braves, loads his canoe with furs and supplies of corn and pemmican, and makes a trip to Montreal where he and his braves and representa-

tives of several other tribes meet the "White Father" in council. Still other children impersonate the French and barter with the Indians for furs.

Several types of concrete work, such as the writing of original stories, sketching, and sand-table work, accompany this topic as a means of further expression and as a summary.

In the composition period each child writes an original story in which he imagines that he is a brave, a squaw, or a fur trader. In the art period sketches are made of men "making a portage."

Chicago as a trading-post is represented on the sand table. The plans for wigwams, trader's cabin, and the mission house are worked out in class, but most of the construction work is done voluntarily out of class time. The Chicago River and Lake Michigan are located on the sand table, and the wigwams and other buildings are added as they are completed. While doing this work the class is led to discover reasons for locating a trading-post here. The trapper's story of his journey far to the west, and of seeing the Mississippi River, is read by the class (Hall, *A Story of Chicago*). The teacher tells of the travels of Joliet and Father Marquette and helps the children to trace on the sand table their voyage up the Fox River and down the Wisconsin to the Mississippi, also the return trip up the Illinois and Des Plaines rivers, across the portage and down the Chicago River to Lake Michigan. The pupils already know of the water route to Montreal. Thus they are led to see that Chicago is a meeting of many water paths and that the furs could easily be gathered there and shipped to markets on the St. Lawrence River.

In the study of the present-day Chicago there is opportunity to summarize much of what has been previously studied regarding early Chicago and to bring out sharply the contrasts between present-day conditions and those of pioneer times. The approach is from the present to the past because the child's own experiences help him to see the problems which have been solved for him in his everyday living. He contrasts the streets over which he travels and the present facilities for transportation with the roads and transportation of early times. Discussions of such topics as the means of illumination, the water supply, protection against fire,

and other services rendered by the city to its citizens bring out the thought of how, as the city grows, it attempts to meet the needs of its people. As many topics are worked out as time allows. The development of the following topic shows the general method.

THE WATER SUPPLY

Attention is called to the ease with which water can now be obtained in the city for any purpose. The present system with its drinking fountains, convenient faucets in kitchen, lavatory, laundry, and pipes for lawn and garden is briefly discussed, and the children see that their knowledge of how it is supplied is very superficial. They do know, however, the ways in which water was obtained by the early settlers, and that knowledge forms the basis for the development of the topic.

Pictures of early Chicago and of other settlements in which rivers and wells are prominent are collected. Children who have been in the country describe ways of obtaining water other than that employed in the city. They relate personal experiences, study pictures, and discuss springs, rivers, lakes, and wells as sources of supply. A sketch of the well sweep is made in the art period to accompany a short written description of primitive means of securing water. In their reading (Hall, *The Story of Chicago*) the children learn that because people were careless the water in wells and river became impure and much sickness resulted. They also see that the early means of supply were inadequate to meet the needs of a large group of people living close together. The children impersonate the village people and hold a meeting at which they discuss means of protecting the health of the people. A law is made forbidding the throwing of garbage into the river, streets, or vacant lots. The fact that the failure of pioneer methods was due to the rapid growth of the town and to carelessness is made prominent.

The lake as the source of supply is next considered. The children read of the attempts of individuals to supply the people with water by bringing it from the lake in water carts. They see that this was a poor plan because the water was dipped from the surface near the shore and because it cost too much. The pier system, planned and directed by a number of profit-sharing individuals, is

next studied. A map, locating the pumping station and the pier of the first water system, based on the Water Supply map of 1836, is drawn on the schoolroom floor. The children represent the pier with a few boards, blocks, and a section of water pipe. Some of the questions considered here are, "Did this system supply clean water?" "Could it be depended upon?" "Was the supply sufficient to meet the needs of a growing city?" In the free discussions accompanying the study of the map and the building of the pier the following points are brought out: the water was not pure because it came from too near the surface and because the southward current of the river swept the refuse down to the intake pipe; the system could not be depended upon in winter, as the water in the pipes froze; the system could not be enlarged to meet the needs of the rapidly growing city; it was too expensive for everyone to use water freely. Mention is made of the fact that the attempts of individuals and of corporations to supply the people with water had failed.

At this point the children are eager to know how the problem was finally solved. Questions similar to the following are asked to direct the thinking and to prepare them for a study of the present system: "What things must be true of a successful water system?" "Where in the lake do you think the water is cleanest?" "Why?" "Could pipes be laid away out there?" "Why not?" "What ways can you suggest for bringing the cleaner water from so far out in the lake?" "How could the freezing of the water pipes be prevented?" "How could the cost be reduced?" A description of Mr. Chesbrough's plan is then read by the children. A model of the crib is made, and the system is worked out on the sand table and represented on the blackboard.

The children know that the proper disposal of sewage was still a troublesome question. They know that sewers emptying into the Chicago River had been laid. They see that the lake water could not be clean so long as the river, carrying this sewage, flowed into it. In order to show the children how the lake has been made to sweep out the Chicago River, use is again made of the sand table. The children build the Chicago plain and the westward slope. They trace the Chicago River and the Des Plaines and Illinois

ivers. They are helped to see that the land over which the Chicago River flowed must have had a gentle slope, although it appeared so level. Such questions are asked as: "Into what did the Chicago River flow when Chicago was a fur-trading post?" "What was the condition of the water in the river at that time?" "How did the river later help to cleanse the city?" "What effect did this have upon the condition of the river water?" "Should we expect, then, to get pure water from the lake?" "In which direction do the Des Plaines and the Illinois rivers flow?" "How do you know?" "What prevents the Chicago River from flowing west, too?" "How could this difficulty be removed?" Then the children read of the building of the Drainage Canal and its successful completion and make the canal on the sand-table model.

Thus, from the study of models and drawings, from reading and discussion, the children are led to a more definite understanding of the present complicated and efficient system. Attention has also been called to the advisability of municipal control of such a necessity as water instead of allowing money-making concerns to assume control. Throughout the study of problems arising from the needs of many people living so close together the ideas of personal helpfulness and responsibility are emphasized.

When the study of Chicago is completed, each child has his own Chicago Book containing written descriptions, original stories, bits of dramatization, verses, sketches which were made in the art period, and pictures which he has collected as illustrations.

The following table of contents is copied from such a book, together with explanatory notes.

TABLE OF CONTENTS

1. Lake Michigan (a picture)
2. Before White People Came (written description)
3. Early Chicago (a map which was first made on the sand table)
4. Making the Portage (a sketch)
5. Trading Posts (written composition)
6. The Indian Council (mimeographed record of dramatization)
7. Fort Dearborn (picture)
8. Building Fort Dearborn (written composition)

9. Why People Thought Chicago Would Be a Big City (written composition)
10. Pack Horse (a sketch)
11. How Pioneers Traveled (written composition)
12. Prairie Schooner (a sketch)
13. How People Travel Today (written composition)
14. Pictures of Street Cars, Trains, and Automobiles
15. People Whom Chicago Honors (mimeographed papers)
16. Chicago Harbor (map)
17. The Pioneer (verse)
18. Pioneer Times: the Country Store; Lighting; Heating and Cooking; the Mail; the Water Supply (compositions)
19. The Tunnel and Crib System (compositions and diagrams)
20. Purifying Water (written record of experiments)
21. Things Which Helped to Make Chicago a Big City (written composition)
22. Beautiful Chicago (pictures)
23. Plan of the City

OUTLINE OF SUBJECT-MATTER

I. The story of early Chicago:

1. French and Indian fur traders

A. The Indians

- 1) Food
- 2) Clothing
- 3) Shelter
- 4) Occupations

B. The French

- 1) Life and dealings with the Indians
- 2) Voyages along water paths in search of furs
 - a) Portages
- 3) Trading posts established

2. The Chicago River post

A. Reasons for the location of a fur-trading post at Chicago

- 1) The meeting of many paths furnishing easy access to interior and transportation to St. Lawrence River markets
 - a) Lakes
 - b) Rivers
 - c) Short portage to other rivers
- 2) Nearness to wood, swamp, and prairie areas where fur-bearing animals are found
- 3) Indian fur gatherers of the region

- B. Life and appearance of the Chicago post and of the Mission
 - 1) Indian lodges
 - 2) Fur traders' huts
 - 3) The Guardian Angel Mission
 - 4) The coming and going of priests and trappers
 - 5) Councils with Indians
 - 6) Other activities
 - a) Bartering for furs
 - b) Building shelters
 - c) Curing skins
 - d) Preserving meats
 - e) Caring for gardens
 - f) Fishing
 - g) Sports
- 3. The building of Fort Dearborn and the beginning of the village
 - A. Treaty with the Indians through which the American government obtained the site
 - B. Coming of the soldiers
 - C. Building the fort
 - D. The coming of the Kinzie family
 - 1) The Kinzie home
 - a) Old-fashioned fireplace
 - b) The making of candles
 - 2) Mr. Kinzie's relations with the Indians
 - 3) Fur trade carried on by Mr. Kinzie
 - E. Other families
 - F. Visits of ships with supplies
 - G. Social life of the village
- 4. Unrest of the Indians
 - A. Indians resent appropriation of their hunting-grounds
 - B. Attempts to drive out the white settlers under the leadership of Tecumseh
 - C. The massacre
 - 1) Black Partridge
 - 2) Captain Wells
- 5. Rebuilding of the fort and the growth of the village
 - A. Fort rebuilt
 - B. Return of former settlers
 - C. Coming of new settlers
 - 1) Boats
 - a) Lake schooners
 - b) Flatboats

- 2) Overland travel
 - a) Pack horses
 - b) Ox carts
 - c) Prairie schooners
 - d) Stagecoaches
- D. Survey made for a canal at the old Indian portage
 - 1) The importance of such a canal to Chicago and the West
 - a) Cultivation of lands to south and west
 - b) Chicago a great shipping center
- II. Development of the city following the cessation of Indian hostilities:
 - 1. Black Hawk and the last desperate stand of the Indians
 - 2. Building the harbor
 - 3. Laying out of the town
 - A. Selling lots
 - B. Building homes
 - 1) Source of material
 - C. Laying out streets
 - D. The first sewers
 - 4. Growth of business
 - A. Completion of canal
 - 1) Produce sent to Chicago in flatboats
 - B. Roads leading to Chicago
 - C. Building of railroads
 - D. Beginning of Chicago's industries
- III. Care of the city and its people:
 - 1. Water supply
 - 2. Sewerage system
 - 3. Fire protection
 - 4. Police protection
 - 5. Lighting
 - 6. Transportation
 - A. Roads
 - B. Bridges
 - C. Evolution of street car
 - 7. Schools
 - 8. Parks and other recreation centers

REFERENCE BOOKS

For the teacher:

Kirkland, *History of Chicago*.

Andreas, *History of Chicago*.

Blanchard, *The Northwest and Chicago*.

Parkman, *LaSalle and the Great West*.

———, *Discovery of the West*.

Salisbury and Alden, *Geography of Chicago and Its Environs*.

Kinzie, *Waubun*.

Markham, *The Real Romance of American History*.

Mather, *The Making of Illinois*.

Catherwood, *Heroes of the Middle West*.

E. O. Gale, *Reminiscences of Early Chicago*.

For the children:

Hall, *The Story of Chicago*.

Atkinson, *The Story of Chicago*.

Reading-slips:

Chicago One Hundred Years Ago

The Water Supply

The following is one of these reading-slips:

READING-LESSON

Long ago there were no white people living where Chicago now stands. There were no houses. Only Indian wigwams grouped together in villages dotted the region. There were no streets other than the Indian trails which wound around the marshy places and out on the prairie. There were no street cars nor railroads. Railroads were not needed then for steam cars were not known. At night there was no light but that of the moon and stars. The great lake and the river were here, but only Indians in their canoes were seen going up and down them. Trees grew along the river in some places. Toward the north lay thick woods. Low sand hills dotted with cedar and juniper bushes lay along the lake shore. In the swamps which bordered the lazy river grew cat-tails, wild rice, and other tall reedlike grasses. From these swamps rose flocks of wild ducks and geese. Other birds, such as the snipe and heron, fed there. Dragon flies and other swamp insects flew here and there or lit on the tall grasses.

Stretching away from this swampy area toward the west and south lay wide prairies where herds of buffaloes sometimes fed. Prairie chickens made their nests and ran among the tall feathery grasses which waved there. Rabbits, too, hid among them.

Perhaps the Indians found this as good a place for homes as we do now. There was plenty of small game here. Here the Indian women gathered wild rice. From here water paths stretched in nearly every direction to good hunting-grounds.

Standards of attainment.—At the end of the third grade the children have gained:

I. An idea of—

- a) certain topographical features
- b) relative location
- c) the influence of natural resources upon the occupations of a people
- d) the influence of environment upon the mode of life of a people
- e) the immediate needs of a community as dependent on local conditions.

II. Some appreciation of the struggles of the pioneer and of the labor that has gone into the making of the modern city.

Time.—In the second semester this subject is given one half-hour daily.